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ABSTRACT

This survey, based on interviews with 896 parents, was undertaken in the Bank Street Follow Through Program in Spring 1972. The parent interview developed out of the belief of parents in the program and of Bank Street as sponsor that a program evaluation could be a fruitful project because (1) the process of the interview could be instructive to the parents, (2) interview results could provide a measure of parent attitude, (3) training in interviewing techniques for the parent interviewers could widen parent participation, and (4) the interview project could stimulate interest in parent-directed evaluation. Part I of the interview was designed to measure the degree and quality of the relationship between home and school. Part II of the interview was designed to assess the effectiveness of the Follow Through staff in providing broad services to Follow Through families. Part III of the interview was designed to measure parent participation in parent activities in Follow Through. It was concluded that the parent interview could become an instrument for ongoing self-study and development of the parent group. A summary of responses to the parent questionnaire is appended. (CS)

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PROJECT FOLLOW THROUGH
Bank Street College of Education
610 West 112th Street
New York, New York 10025

January, 1973

ED 086362

REPORT OF FOLLOW THROUGH PARENT INTERVIEW PROJECT

INTRODUCTION

PURPOSES:

The survey, based on interviews with 896 parents, was undertaken in the Bank Street Follow Through Program in the Spring of 1972. Parents, staff from the communities, and Bank Street staff participated in the process of designing the parent interview. It developed out of the mutual belief of parents in the program and Bank Street as sponsor that an evaluation of the parent program could be a fruitful project in many ways:

a) The process of the interview itself could be instructive for parents about the Bank Street model for Follow Through.

b) The interview results could provide a measure of parent attitude toward the Bank Street Follow Through program and the extent of their involvement.

c) The training that parent interviewers received in interviewing techniques could provide them with the personal skills to encourage and develop broader parent participation in the program.

d) The process of the interview project could stimulate interest in evaluation and ultimately in parent-directed evaluation.

PROCEDURES:

The decision to join the interview program was optional and was made by the PAC in each community. In the ten Bank Street Follow Through projects where the survey was undertaken, the sample was approximately 25% of the Follow Through families, equally divided among parents who were active and those who were inactive in the program. The criteria for classification as active or inactive were established by the PAC. This diversity in the sample was sought in order to guarantee the representation of all degrees of participation and attitude.

TRAINING:

Most of the interviewers were parents of Follow Through children. Social Service staff was utilized for interviewing in a few instances. Interviewers were selected initially for qualities of openness and friendliness. Selection of parent interviewers was generally by the PAC. Training was viewed as a highly important component. It involved instruction about the interview instrument, review of all components of the Bank Street Follow Through approach, and techniques and principles of home visiting. A variety of procedures was used in the training. Some parents worked with Bank Street staff in New York City, then returned to their communities to instruct others. In other communities, training workshops were given by Bank Street staff on-site.

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In still other communities, local Follow Through staff took responsibility for training of interviewers.

SUMMARY OF MAJOR OUTCOMES RELATED TO PURPOSE

A summary of the results from all of the participating communities follows, along with a report of the statistics. Individual analysis of communities was carried out in a recent Bank Street institute by local community Social Service staff, Parent Coordinators and Bank Street Field Representatives.

The interview project proved highly productive in terms of the original goals set for it:

a) Parents, both interviewers and those interviewed, reviewed the components of the Bank Street Follow Through Approach in the process of the interview.

b) The results of the interview reflect a wide and in-depth support of the Follow Through program by parents.

c) In general, interviewers found the interviewing experience challenging and broadening. They appeared to experience the growth that comes with involvement, and to develop skills that may help them involve other parents in the Follow Through program. Overall, the interviewing itself has been reported by parents as a positive experience. Many parents said that this opportunity to meet and talk to other parents about the Follow Through program not only broadened their acquaintance among the parents, but also increased their effectiveness in interpreting the program to the community.

d) An outcome of this project has been the decision in a majority of the communities to re-design the interview instrument to fit individual community specifications and to continue the evaluation process in a self-directed way.

Continuing self-study by parents of their own participation in the Follow Through Program, and of the Follow Through Program itself is consistent with the expectation that all Follow Through staff will be challenged to continue learning. The expectation is that learning, self study, and growth by adults are necessary concomitants of developing a learning environment for children. Future interviewing could both probe and develop parent understanding of the educational programs and the specific functioning of parent action groups. It is an interesting possibility that the parent interview could become an instrument for ongoing self study and development of the parent group.

REPORT OF INTERVIEWS

PART I: HOME-SCHOOL RELATIONSHIP

Part I of the interview was designed to measure the degree and quality of the relationship between the home and school.

The response to the opening question of this interview, "Are you pleased that your child is in Follow Through?" was an almost unanimous "yes" (98%). The affirmation is impressive in itself, but it is the specificity as to why the parents are happy that their children are in Follow Through that gives the responses special significance. In most cases, parents described specific aspects of the Bank Street Approach in the classroom as the source of their satisfaction with the programs, such as: age-appropriate learning

activities, the freedom and activity of the open classroom, the teaching teams working with small groups and individuals, children being involved in learning, and the competence of the Follow Through staff. The combined percent of these four aspects of the model far outnumbered the other categories of response to this question, i.e.: the generalized positive responses about the tangible benefits of the program (health services, nutrition program) and responses about the purely academic achievement of the children.

In answer to the question, "Have you been invited to visit your child's classroom?" there was an overwhelming "yes" response (98%). This is indicative of the development of open communication between Follow Through families and teaching staff for which both groups are working. Large numbers had been invited by traditional means -- Open House and P.T.A. invitations. Sixty-four percent of the parents had been invited by the teacher (by note or verbally) and 33% of the parents had been invited by the paraprofessionals of the Social Service staff. The latter finding is corroborating evidence of the effectiveness of this new role in bridging home and school. (It should be noted that some communities do not have any paraprofessional social workers; thus, a few communities account for the overall percentage.)

Seventy-five percent (75%) of the parents had visited the classroom at least once, many often, and many even regularly. Parents perceive the teacher as not only instrumental in inviting parents to come to the classroom initially, but also as the one who has conveyed the spirit of welcome and friendliness that makes parents want to return. Ninety-nine percent (99%) of the parents want to visit the classroom in the future. To explain their feeling of being welcome (98% said the teacher likes to have them visit the classroom), 62% of the parents said it was because the teacher was friendly, comfortable and extended an invitation. Thirty-eight percent (38%) of the parents said it was because of more specific teacher impact: the teacher wants to talk about the child, the program, her work and achievement as demonstrated by children's progress, her need for parents to share information about the children (categories 1, 3, 4, 5, 8.) In no case was there the suggestion that the teacher wanted to talk to a parent because she needed to "complain" about a child. Rather there is the strong sense that parents are aware of their role as the child's first teacher and their role as continuing partner with the teacher, in the school life of the child. Ninety-two percent (92%) of the parents would like to volunteer in the classroom so as to actualize this partnership with the teacher in the classroom.

PART II: HOME-FOLLOW THROUGH STAFF RELATIONSHIP

This section of the interview was designed to assess the effectiveness of the Follow Through Staff, ancillaries as well as teaching staff, in providing broad services to Follow Through families. Eighty-two percent (82%) of the parents replied "yes" to the opening question, "Has anyone connected with the Follow Through Program dropped by to see you at home for a visit?" This impressive outreach of the Follow Through staff was achieved in the main by the Social Service paraprofessionals (36%). Parent Coordinators alone accounted for 23% of the visits, 15% of the visits were made by teachers, 14% by Social Workers, 12% by a variety of other staff members (See 2A).*

Ninety-nine percent (99%) of the parents who were visited indicated that the visit was helpful. Although parents reported wide-ranging discussion on

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* See attached copy of the interview which includes statistics for this and subsequent references.

these visits, the focus of most visits appears to have been on extending parent information about the services and opportunities existing in Follow Through for them and their families. (See 2C, Categories 1, 3, 5, 6, 8.) This is consistent with the fact that the visits were largely made by the Social Service staff.

The question, "Has the Follow Through staff helped you in any way?" revealed the many kinds of ways the Follow Through staff had been helpful to the parents. Ninety-three percent (93%) of the parents replied "yes" when asked whether they had received help through the Follow Through staff. The areas in which they felt they had received tangible benefits ranged from concrete services in health, jobs and training to broadened social experience and opportunity. Specifically, eighty-six percent (86%) of the parents had become more knowledgeable about the program. Seventy-eight percent (78%) learned more about their child. (These are significant responses in terms of the reality that informed parents will be the source of effort for the extension of enriched education programs and that a knowledge of child development must be the base of any such programs.) Seventy-two percent (72%) of the parents indicated that they had made new friends through Follow Through. (The opportunity for broadening one's life through increased social exchange is surely an important gain to come out of this program.) The tangible benefits, as well, have clearly been delivered. Ninety-one percent (91%) of the parents said that through Follow Through staff, they had received training, welfare benefits, health services, or legal services. Of the 113 parents who had not been helped by staff but would like help, 91% expressed the need for advice in making material gains for their family (2F, Categories 1, 2, 3, 8, 9.)

PART III: PARENT PROGRAM

This section of the interview was designed to measure parent participation in parent activities in Follow Through, since one of the purposes of the interview was to see to what extent parents actually participated in the parent program. The design of this study was that it include one-half active parents and one-half inactive parents (as determined by the interviewing committee). It is interesting that the parents who were interviewed had a perception of their extent of activity similar to that of the selecting committee. Fifty-four percent (54%) of the parents who responded to the question, "Have you been active in the Parent Program?" said "yes". A much higher percentage of parents have been active in the educational program for the children, as shown in other sections of this report. The Parent Program represents an extension of the personal life which has not been characteristic of the lives of these parents. (For instance, only 31% of the parents indicate that they have been active in any other community programs). The beginnings of group and community activity for previously isolated parents is a goal of the Follow Through program, for not only is their participation enriching to the program but their organizational skills will insure effective support for the program.

Forty-five percent (45%) of the parents (using Total N 896) responded "yes" to the question, "Do you spend time in the Parent Room (or Center)?" It should be noted that three communities -- Cambridge, Boulder, Philadelphia -- do not have Parent Rooms. These parents who frequent their Parent Room perceive it as a center for workshops and parent meetings as well as for personal recreation.

The organization of a Policy Advisory Committee is called for explicitly in the Follow Through guidelines. The organization and function of a PAC requires a degree of professional skill. It is significant that 50% of the parents do know about the PAC and described in some detail the work of the PAC.

It was hoped that the answers to the question, "Has the Follow Through Program helped you in any way?" would indicate in what ways the Follow Through Program had touched and changed the personal, affective life of the parent -- his or her feelings about self, feelings about the parent's role in the educational life of each child and in the community. Actually, the most frequently expressed response was that the program had helped the parent personally by increasing understanding of his or her own child and by helping the child (3E Categories 2, 3, 5). The other major response to this question reflects change and growth in the parents' personal lives through their own experience in the Follow Through Program (3E, Categories 4, 6, 8).

PART IV: CHILDREN'S EDUCATION PROGRAM

The final section of the parent interview inquired into the parents' knowledge about the children's education program. It is a tenet of The Bank Street Model that the parents be knowledgeable about the developmental base and related curriculum of the children's school life. When this is so, parents tend to reinforce and extend the children's learnings. Parents become knowledgeable as they observe and participate in the classroom and have opportunity to discuss the program with the staff. A vast majority of the parents had replied to questions in an earlier section of the interview that they had been in the classroom (75%), they had talked to someone in the classroom about the program (86% of those who visited), and they would like to participate in the classroom as volunteers (92%). This final section indicates parents are aware and approving of the activity of the classroom and are understanding of its base.

The two opening questions, "Could you tell me everything your child should be learning in school?" and "What do you think your child is learning?" were expected to reveal two things: parents' understanding of what early childhood education should be through expression of their expectation, and the degree of their satisfaction with how things are actually going. In fact, answers to these questions resoundingly showed that the hopes that parents expressed for their children's learning were matched by their beliefs of what the children were learning.

Fifty-seven percent (57%) said children should learn academic skills (Category 4A 1). Fifty-four percent (54%) said children were learning academic skills (Category 4B 1). In addition, there were 325 generalized positive statements about learning (Category 4B 3).

Twenty-three percent (23%) said children should develop social skills and strengths (Categories 6,7). Thirty percent (30%) said children were developing social skills and strengths (Categories 2, 6, 7).

Although the responses that children are learning "reading, writing and arithmetic" may seem standard, it is significant that in a model that emphasizes the integration of academic learning through an experience base in the primary grades, parents are convinced that their children are learning skills. This result is complementary to the survey introduction in which the large percentage of responses to the question "What things about the Follow Through Program make you glad your child is in it?" were descriptive of the Bank Street Approach. The fact that 30% of the parents noted that their child was learning social skills indicates that parents perceive social interaction as a valid component of an educational program.

Parents reported in great detail the variety of classroom activities that children talk about at home (4D) and the variety of papers and constructions that children bring home from school (4E). As parents replied to the question, "What are some of the things your child really likes about school?", their

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responses became more differentiated. However, when all the categories that relate to learning and curriculum (4F, Categories 1, 2, 4, 7, 8, 9, 10, including 3 -- "generally likes school") are combined, it is the educational program that clearly emerges as the source of children's pleasure in school (as compared to social or physical factors).

When parents were asked whom they liked to talk to about their child's education, they named the teacher overwhelmingly (78%). This establishes the fact that parents perceive the teacher as a warm, friendly, sympathetic person with whom they can communicate freely. Again, this is positive affirmation of the kind of open, sharing relationship that makes possible the individualized experience and curriculum in the child's school life. It also sets up for parents an expectation of the quality of teacher-parent-child relationship that could follow throughout the child's school years.

Of the 203 parents who responded to a request as to whether they wanted to tell something else about their child, 49% made one more positive comment about the Bank Street Follow Through Program as well as speaking about their own child. This unsolicited praise at the end of a long interview seemed a spontaneous overflow of real enthusiasm.

January, 1973

FINDINGS OF THE PARENT INTERVIEW SURVEY

Part I - Home-School Relations

1. 98% of the parents expressed satisfaction that their children were in Follow Through.

2. 37% of those parents expressed satisfaction in generalized terms, but many parents went on to describe specifically what they liked in the Follow Through program: they described aspects of the Bank Street Follow Through classroom (team teaching, Follow Through staff, learning centers within the classroom, quality of children's learning, categories 5,6,7,10,12).

3. 98% of the parents had been invited to visit the classroom (33% of the parents had been invited by the paraprofessionals of the Social Service Staff).

4. 75% of the parents had visited the classroom at least once -- many often -- and many even regularly. Of those who were unable to go:

   40% did not go because of work
   29% did not go because of babysitter problems
   Only 7 parents said they just didn't want to go

5. 86% of the parents who had visited had talked to someone in the classroom about the program.

6. 87% of the parents have talked to the teacher about their child.

7. 99% of the parents want to visit the classroom in the future.

8. 98% of the parents feel that the teacher likes to have them visit the classroom. To explain their feeling of being welcome:

   62% of the parents said it was because the teacher was friendly, comfortable, and extended an invitation. An additional 38% of the parents said it was because of more specific teacher impact -- the teacher wants to talk about the child, the program, her work and achievement as demonstrated by children's progress, her need for parents to share information about the children. (Categories 1,3,4,5,8)

9. 92% of the parents said they would like to volunteer in the classroom.

Part II - Home-Follow Through Staff Relations

1. 82% of the parents have been visited in their home by a Follow Through staff member (36% of these visits were made by Social Service paraprofessionals, 23% by Parent Coordinators, 19% by teachers, 14% by Social Workers, 12% by a variety of other staff members. N=727 parents visited).

2. 99% of the parents stated that the home visit was helpful (N=702 parents replying).

   a) 42% of the parents were invited to participate in classroom and parent programs by the visitor (Categories 1,3,5, N=727 parents visited).

   b) 72% of the parents said that the visitor had explained the Follow Through program, including the educational, parent involvement, and health components (Categories 2,6,8).

3. 93% of the parents stated that they had received help in their personal lives through the Follow Through staff (ranging from tangible benefits to broadened social experience and opportunity).

4. Of the 113 parents who said they would like help, (parents who either had not received help or who wanted additional help), 91% wanted tangible material help (Categories 1,2,3,8,9).

Part III - Parent Program

1. 54% of the parents describe themselves as active in the Parent Program (as distinguished from the children's educational program). The design of this study called for the sample to be drawn from both active and inactive parents.

2. Of the 594 parents who replied to the question about whether they spent time in the Parent Room, 60% said yes. Several communities do not have Parent Rooms, thus the narrowed response.

3. Parents perceive the Parent Room as a center for workshops and parent meetings as well as for personal recreation.

4. 50% of the parents knew about the PAC (Policy Advisory Committee).

5. 31% of the parents indicated that they had been active in other community activity.

6. It was expected that the replies to the question, "Has the Follow Through Program helped you in any way?" would express ways in which the program had touched the parents' personal lives. The most frequently expressed response was that the program had helped the parent personally by increasing her understanding of her child (Categories 2,3,5).

Part IV - Children's Education Program

1. The hopes that parents expressed for their children's learning were matched by their beliefs of what the children were learning.

   a) 57% said children should learn academic skills.

      74% said children were learning academic skills (in addition, there were 325 generalized positive statements about learning).

b) 23% said children <u>should</u> develop social skills and strengths (Categories 6,7).

30% said children <u>were</u> developing social skills and strengths (Categories 2,6,7).

2. Parents reported in great detail the variety of classroom activities that children talk about at home.

3. 94% of the parents reported in great detail the variety of papers and construction children bring home from school.

4. Parents expressed overwhelmingly that what their children liked about school were the <u>curriculum</u> activities.

5. 78% of the parents said that the teacher is the person they like to talk to about their child's education (another 66 parents said they liked to talk to the teacher assistant).

6. Of the 203 parents who wanted to tell something else about their child, 49% wanted to say one more positive, laudatory thing about the program.

SUMMARY OF RESPONSES TO PARENT QUESTIONNAIRE[1]

I. Home-School Relationships

Are you pleased that your child is in Follow Through?

	Total[2]	C	NY	MC	W	B	HV	PH	R	PL	HO
Yes	881	37	63	209	151	36	215	24	30	23	93
No	15	2	1	4	0	0	4	0	0	0	4

If Yes:
What things about the Bank Street sponsored Follow Through program make you glad your child is in it?
(List spontaneous responses)

Categories of responses[3]	# of responses										
	Total 333	C 9	NY 8	MC 152	W 37	B 7	HV 73	PH 9	R 12	PL 6	HO 14
1. General positive feeling											
2. Children learn specific skills	66	2	13	2	20	0	10	1	0	0	18
3. Children have opportunity for social development	40	0	12	0	8	2	12	1	0	0	5
4. Children experience positive personal development (independence, responsibility, confidence)	52	5	8	12	9	5	4	0	1	0	8
5. Learning activities are age-appropriate	70	3	12	12	11	3	16	1	1	2	9

[1] CODE: C=Cambridge, NY=New York, MC=Macon County (Tuskegee), W=Wilmington, B=Brattleboro
HV=Huntsville, PH=Philadelphia (Dunbar), R=Rochester, PL=Plattsburgh, HO=Honolulu

[2] When differences appear between total number of responses and the total N (896) these differences are due to omission of answers or multiple response to a question.

[3] Categories for all questions were arrived at by collapsing the complete list of responses to a question into categories that adequately described all answers.

Categories of responses (Cont'd)

	Total	C	NY	NC	W	B	NV	PH	R	FL	HO
6. The freedom and activity of the open classroom	117	8	13	5	22	8	31	4	6	1	19
7. The teaching teams working with small groups and individuals	235	15	12	38	21	14	96	1	6	16	16
8. Parent involvement	37	2	1	10	3	3	12	0	3	1	2
9. Program provides good orientation to school	39	0	6	18	4	0	8	0	1	1	1
10. Children are involved in learning	107	3	6	24	23	5	21	1	5	0	19
11. Health program, nutrition (including lunch program)	193	2	2	111	16	3	32	4	0	8	15
12. Positive attitude toward Follow Through staff (teacher)	203	7	3	152	6	0	9	0	17	0	9
13. Positive effects on mother and family	175	0	1	157	1	0	11	0	1	1	3
14. Program makes no difference	6	0	1	4	1	0	0	0	0	0	0
15. No knowledge about Bank Street	26	1	0	3	0	1	10	0	0	0	11

1. Home School Relationship

a) Have you been invited to visit your child's classroom?

	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
Yes	874	37	64	208	149	33	214	22	31	22	85
No	20	2	0	4	1	2	7	1	0	1	2
If Yes:											
How were you invited?											
1. Open House Invitation	454	17	49	54	100	23	108	20	21	21	41
2. Note from Teacher	520	13	46	117	92	19	147	7	27	22	30
3. PTA Invitation	476	23	34	144	49	7	122	3	26	21	47
4. By my child	504	17	47	156	65	20	99	4	25	22	49
5. Other Categories											
1. Flyers	22	0	15	1	1	2	3	0	0	0	0
2. Parents' meetings, luncheons	57	3	3	0	1	0	2	0	0	0	48
3. Principal	11	0	2	0	4	1	1	0	0	3	0
4. Teacher - verbally	57	8	7	4	7	3	11	0	1	3	13
5. Own initiative	25	1	4	3	9	0	0	1	1	3	3

	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
6, Social Worker	50	0	0	23	2	0	4	0	0	0	21
7. By PAC	12	0	1	10	0	0	1	0	0	0	0
8. Paraprofessionals - Social Service Staff	300	3	6	61	69	0	140	0	0	0	21
9. Unidentified	23	1	0	1	0	1	0	0	4	1	15
10. Teacher - Written	15	0	0	0	0	0	1	0	0	0	14
11. Staff developer	10	0	0	0	1	0	0	0	8	1	0
b) Have you been able to go:											
Yes	693	33	64	152	116	25	153	19	28	22	81
No	174	5	0	56	31	9	53	5	1	0	14

If Yes:

How many times have you been in your child's school this year?

1. Everyday - or almost (120 times)	52	2	29	1	11	0	1	2	1	0	5
2. Regularly (often, many 30 - 60 times)	112	3	14	5	23	2	28	2	12	12	11
3. 1 - 5 times (several)	323	18	10	96	57	18	67	6	10	8	33
4. 6 - 10 times	141	9	8	32	8	5	49	4	7	2	17
5. 11 - 20 times (or twice a month)	80	0	3	17	17	3	21	5	1	0	13

	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
6. Never (0)	14	2	0	0	8	0	0	2	0	1	1
7. Works in program	8	1	0	0	1	0	0	0	0	0	6
If No:											
Could you tell us why you were unable to go?											
1. Work	79	2	0	18	16	5	32	0	0	0	6
2. Transportation problem	16	0	0	11	1	0	4	0	0	0	0
3. Baby-sitter problem	56	2	0	14	15	1	14	0	0	0	10
4. Illness, accident, pregnancy	36	1	0	13	6	1	5	2	1	0	7
5. Just didn't want to go.	7	0	0	3	0	0	3	0	0	0	1
c) Have you had a chance to talk to someone in the classroom about the program?											
Yes	597	25	46	102	101	26	159	11	30	21	76
No	292	14	17	110	48	8	61	10	1	2	21
d) Have you talked to your child's teacher about your child?											
Yes	715	36	63	152	128	31	153	14	30	23	85
No	104	1	0	64	18	4	8	0	1	0	8
e) Would you like to visit the classroom in the future?											
Yes	884	37	64	218	144	35	217	24	30	23	92
No	12	1	0	0	2	1	4	0	1	0	3

	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
f) Do you feel the teacher likes you to visit the classroom?											
Yes	865	35	64	216	140	35	217	19	29	22	88
No	20	2	0	2	3	0	4	1	0	0	8
If Yes: Why do you feel that way?											
Categories											
1. Teacher wants to talk with me about my child and to answer my questions.	75	0	12	7	5	6	17	0	5	12	11
2. Teacher extends open invitation and welcome -- asks me to return	547	8	26	121	98	20	175	13	16	22	48
3. Teacher wants me to understand the program and be able to help my child.	55	3	5	18	1	2	6	0	3	0	17
4. Teacher is proud of her work and wants approval	17	2	2	2	7	1	3	0	0	0	0
5. Teacher wants parents to see the children's progress and behavior.	174	5	16	58	28	4	17	21	6	1	18

	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
6. Concerned parents want to come and know the program.	30	0	3	7	8	5	0	0	1	2	4
7. I feel part of the program, enjoy the activity.	15	0	3	1	0	0	5	0	3	0	3
8. The teacher feels I am interested in my child.	13	3	4	3	0	0	2	0	0	0	1
9. Because we help each other.	31	0	3	1	1	1	4	0	4	0	17
10. Children feel more interest in their work when parents come.	8	2	1	0	0	0	3	0	0	0	2
11. Because the teaching team relationship is good.	6	0	2	0	0	0	1	0	1	0	2
12. I am entitled to go as a parent.	6	0	1	1	2	0	1	0	1	0	0
13. There has recently been a problem.	2	0	0	1	1	0	0	0	0	0	0

If no:
Why don't you think the teacher likes you to visit the classroom?

No answers.

	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
g) If it were convenient for you, would you volunteer to work in the classroom?											
Yes	821	28	53	210	137	24	214	22	26	23	84
No	75	10	8	14	8	10	7	2	4	0	12
h) Have you ever taken trips with your child's class?											
Yes	364	21	46	52	63	10	100	11	22	18	21
No	486	18	18	119	86	26	120	12	9	5	73
2. Home-Follow Through Staff Relationship											
A. Has anyone connected with the Follow Through program dropped by to see you at home for a visit?											
Yes	727	32	45	207	144	25	174	3	30	21	46
No	163	7	18	6	6	10	46	17	1	2	50
If Yes, Who? Categories											
1. Social Service Para-professionals	326	1	34	3	128	0	137	0	2	12	9
2. Nurse	81	3	1	6	0	11	48	0	3	0	9
3. Nurses' Aide	5	1	1	1	0	0	0	0	0	0	2
4. Social Worker	105	7	1	48	3	4	18	0	0	2	22
5. Parent Coordinator	214	18	2	136	26	11	0	3	15	3	0
6. Teacher	112	8	1	16	17	10	24	0	25	8	3

	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
7. Teacher assistant	26	3	0	0	5	0	0	0	1	5	12
8. Unidentified	44	0	3	37	0	0	4	0	0	0	0
9. Child's class	6	0	0	6	0	0	0	0	0	0	0
B. Was the visit helpful											
Yes	694	30	41	203	131	24	170	3	28	20	44
No	8	2	0	4	1	0	0	0	0	0	1
C. What kind of things did you talk about on these visits?											
Categories											
1. Visiting the classroom, school -- getting acquainted.	45	1	6	6	9	4	17	0	0	1	1
2. Trips (include class trip to a child's home)	18	1	2	2	0	1	10	1	1	0	0
3. Encouraging me to come to workshops and parent activities in Parent Room	231	5	10	17	58	3	111	0	13	11	3
4. She helped me personally and with my children (including behavior)	59	5	7	14	7	4	14	0	6	2	0
5. Working in classroom	41	0	3	2	23	0	7	0	0	0	6
6. The Follow Through program -- what it offers children and parents	388	6	15	187	78	7	49	1	7	11	27

		Total	C	NY	MC	W	B	HV	PH	R	PL	HO
7.	Interview	2	0	1	1	0	0	0	0	0	0	0
8.	Health, medical care	116	4	4	38	3	10	44	0	2	0	11
9.	Child's illness -- or mother's illness, family health needs	35	3	7	4	1	1	12	0	0	1	6
10.	Child's progress in school and problems	211	19	7	42	33	13	52	0	27	8	10
11.	Attendance keeping children in school	11	0	7	0	0	0	2	0	0	0	2
13.	How we can improve relationship between parents and teachers	12	0	1	6	1	0	1	0	0	1	2
14.	Family's material needs	36	0	0	25	0	0	6	0	2	0	3
15.	Talked to husband about trouble with the children	2	0	1	1	0	0	0	0	0	0	0
16.	My attitude toward the program.	19	2	1	14	1	0	0	0	0	0	1
17.	Talked about our home-life -- what child does at home -- his likes, dislikes	11	1	1	2	0	2	1	0	1	1	3

	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
D. Have you had other contacts with the school through older children in your family?											
Yes	344	21	29	92	56	17	57	11	12	16	33
No	525	18	35	102	95	19	162	9	19	7	59
E. If Yes: Were those contacts different from your Follow Through contacts?											
Yes	256	19	23	79	32	8	47	5	10	13	20
No	88	3	8	23	14	7	11	6	2	3	11
If Yes, please describe how these contacts were different.											
1. Previous contact concerned child's behavior	28	2	5	1	7	0	12	0	1	0	0
2. Previous contact was by mail or telephone	12	1	3	1	3	1	2	0	0	0	1
3. My child is brought home now if he is ill.	1	0	1	0	0	0	0	0	0	0	0
4. Help is provided now in getting child to school	4	0	1	1	1	0	0	0	0	0	1
5. Previously went to school for formal occasions	9	1	1	1	0	1	2	0	0	1	2
6. Previously went to school for Parent-Teacher conference only.	22	2	4	0	2	0	5	0	0	5	4
7. Now visit the classroom often.	7	0	0	1	2	1	0	0	0	0	3

Categories (cont'd)	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
8. Receive more information about the Follow Through classroom.	31	1	1	20	6	1	0	0	0	1	1
9. Aware of difference in classroom and curriculum procedures.	121	10	8	64	15	1	3	0	9	2	9
10. My child now asks me to come to school.	2	0	1	0	0	1	0	0	0	0	0
11. No difference in contacts before and now.	2	1	0	1	0	0	0	0	0	0	0
F. Has the Follow Through staff helped you in any way?											
Yes	841	25	58	212	143	45	203	14	30	23	88
No	63	4	8	3	7	10	18	5	1	0	7
If Yes: Has the Follow Through Staff:											
1. Helped you understand more about the program?	725	24	41	193	124	38	159	11	23	22	80
2. Helped you understand more about your child?	653	24	54	176	108	31	123	10	25	22	80
3. Helped you take courses or any kind of training?	133	3	19	18	15	2	23	6	6	9	32
4. Helped you get welfare benefits?	59	4	2	23	6	4	17	0	0	1	2
5. Helped you get health services?	531	17	41	182	41	24	147	7	9	17	46

Categories (Cont'd)	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
6. Helped you get legal services?	46	2	2	15	8	2	13	0	2	0	2
7. Helped you make new friends?	606	19	41	169	86	39	127	11	23	22	69

Has the Follow Through staff helped you in any other way?

Categories

1. Helped become more involved in child's work and school.	32	2	2	5	5	4	4	1	2	1	6
2. Helped with other children	14	2	1	2	3	0	2	0	0	1	3
3. Helped get a job.	19	0	2	2	9	0	0	0	2	0	4
4. Broadened my life-coping ability.	34	3	4	6	1	0	1	0	1	4	14

If No:
Would you like them to help you in any way?

Yes	113	10	11	48	16	2	4	4	0	3	15
No	112	9	10	40	18	14	5	4	1	8	3

If Yes:
Please describe how they can help you.

1. Help with housing problems, get a job.	33	5	2	13	11	0	1	0	0	0	1

	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
2. Inform me of community services and help me take advantage of them (education).	20	0	0	14	2	0	1	0	●	1	2
3. Provide adult education courses.	14	0	3	1	8	0	0	●	0	1	1
4. Help me understand the program better.	17	2	0	2	6	0	1	1	0	0	5
5. Help me understand how to work better with my child.	7	2	2	0	1	0	0	0	0	0	2
6. Help me with specific problems as they arise	25	2	2	7	7	1	1	0	0	3	2
7. Get Follow Through in all schools and upper grades.	1	1	3	0	0	0	0	0	0	0	1
8. Help me get health services.	23	0	2	10	2	1	6	0	0	0	2
9. Help me get welfare services.	11	0	1	8	0	0	1	0	0	0	1
10. More Parent involvement	10	1	0	5	0	0	0	0	0	0	4

3. Parent Program

A. Have you been active in the Parent Program?

Yes	473	32	42	108	60	16	117	6	22	10	60
No	406	7	22	99	82	20	103	14	9	13	37

If Yes:
Do you spend time in the parent room or center?

	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
Yes	405	1	41	103	61	0	106	5	21	9	58
No	189	28	14	69	23	28	15	2	1	4	5

If yes:
Please list the main activities in the parent room or center.

1. Sewing	164	0	22	65	12	0	22	4	14	2	23
2. Crocheting, knitting, hooking rugs, weaving	181	0	27	92	15	0	19	3	0	0	25
3. Curriculum workshops	81	0	23	0	0	0	46	0	1	0	11
4. Drug workshops	19	0	4	0	1	0	12	0	0	0	2
5. Parent meetings (rap sessions speakers, planning trips, film)	239	0	15	36	41	1	79	1	19	7	40
6. Library	7	0	1	0	0	0	3	0	0	0	0
7. Meeting with PAC	22	0	1	1	17	0	2	0	0	0	1
8. Socializing	69	0	1	3	9	0	37	0	8	0	

B. Do you know about the Policy Advisory Committee -- (It is sometimes called PAC, or Policy Advisory Committee or Council)?

Yes	435	21	37	74	108	25	68	9	23	16
No	427	8	24	126	42	11	152	9	8	6

C. Would you briefly describe what you know about the work of your Policy Advisory Committee?

Categories	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
1. A group of volunteer parents who discuss the program and advise on the program policy.	149	10	15	21	47	11	27	5	3	1	9
2. Make up the proposals for the Follow Through program.	55	0	10	21	4	0	5	0	3	3	9
3. Interview for hiring F.T. personnel and admissions screening	48	2	5	3	6	2	5	0	6	1	18
4. Works with the staff to help solve problems within the program.	46	1	3	8	8	3	5	0	10	0	8
5. Copes with needs of children and parents (including jobs).	37	0	3	9	6	1	4	0	2	7	5
6. PAC instructs about the school system -- how to speak up for your child	21	0	4	11	0	0	3	0	0	2	1
7. Has a formal structure -- monthly meeting, knows the guidelines, by-laws, makes the budget	117	4	6	8	18	3	48	0	0	0	30

Categories (Cont'd)	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
8. Works with community (Board of Ed.), is informed of Federal Program.	13	0	1	4	0	2	0	1	0	0	5
9. Observes in the classrooms.	12	0	5	0	7	0	0	0	0	0	0
10. Helps keep parents involved in school	61	1	3	7	9	6	12	0	12	5	6
11. Negative comment	24	2	0	14	1	2	0	0	3	0	2
D. Are you active in otherCommunity Programs?											
Yes	264	14	24	80	33	14	48	2	6	11	32
No	601	25	38	116	114	21	172	18	24	12	61

If Yes, would you please tell us what these community programs are?

Categories											
1. Church	81	1	12	42	5	3	10	0	1	1	6
2. Community educational program	70	6	6	6	17	7	7	0	2	8	11
3. Community recreational program	47	2	9	3	1	3	11	0	0	6	12
4. Community service program	105	8	6	29	18	3	20	2	3	5	11
5. Other committees within the school.	55	0	2	41	2	0	5	0	3	0	2
6. Welfare groups	3	0	1	0	1	0	1	0	0	0	0

	Total	C	NY	MC	W	B	HV	PH	R	PL	
E. Has the Follow Through program helped you in any way?											
Yes	688	26	50	194	118	26	150	9	27	23	65
No	179	13	12	16	22	8	71	8	4	0	25
If Yes, please describe how it helped you.											
1. Changed attitude toward school (feel welcome and involved)	62	1	5	5	4	2	28	0	6	1	10
2. Have learned about children and adults.	38	0	6	1	1	3	11	0	2	4	10
3. Have learned to work with children.	34	0	5	0	1	1	10	2	11	2	2
4. Opened up new experiences -- gained knowledge and education	98	3	11	15	12	6	17	2	1	9	22
5. Increased understanding of child's education and child	294	11	28	75	62	9	59	2	14	11	12
6. Made new friends	65	0	5	6	6	5	24	0	7	2	10
7. Helped me to get a job.	28	1	3	2	9	2	3	0	2	0	6
8. Helped me gain confidence	39	2	3	3	2	1	17	0	2	1	8
9. Helped my child, family and me with problems.	111	4	1	55	17	2	21	1	1	1	8
10. Helped me to learn how to fight for my children's education.	4	1	1	1	1	0	0	0	1	0	0

Categories (Cont'd)	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
11. Medical help	150	1	4	112	3	2	21	0	1	0	6
4. Children's Education Program											
A. Could you tell me everything that you feel your child should be learning in school?											
1. Academic skills (spelling, math, reading writing, etc.)	512	20	27	101	82	11	181	3	21	11	55
2. Black history -- our heritage	13	1	2	3	1	1	4	0	0	0	1
3. More science	16	0	2	2	0	0	6	0	0	0	6
4. A foreign language	18	0	3	8	0	0	1	0	1	0	5
5. Feel children are learning enough, are ahead of others.	163	8	16	69	24	4	15	0	7	3	17
6. Social skills	170	10	6	16	16	18	70	2	9	11	12
7. Independence, motivation	40	5	2	8	0	6	8	0	1	0	10
8. Homework	9	1	3	2	2	0	1	0	0	0	0
9. Specific learning -- graphs, morse code	19	1	1	4	5	2	4	0	0	0	2
10. Variety of tests	1	0	1	0	0	0	0	0	0	0	0
11. More about the community	11	1	1	0	3	1	1	0	0	0	4

	Total	C	NY	MC	W	B	HV	PH	R	FL	HO
12. Creative expression, problem solving	41	2	0	13	6	1	11	0	1	0	7
13. Perception	57	1	0	52	0	1	1	0	0	0	2
14. More discipline	14	3	1	3	0	1	3	1	0	0	2
B. What do you think your child is learning?											
1. Academic skills	699	23	50	180	120	15	173	9	19	8	62
2. Social skills	185	11	17	12	25	13	72	4	11	7	13
3. Generalized positive statement and attitude about learning.	325	15	10	194	12	8	41	5	12	13	15
4. Typing	15	0	3	1	1	1	0	0	0	0	9
5. Art and other creative activities	127	1	7	39	14	5	35	0	2	0	24
6. Self-expression, insight	49	6	4	6	7	7	2	0	1	5	11
7. Independence	33	3	3	2	3	0	10	0	1	0	11
8. Pledge to the flag	1	0	1	0	0	0	0	0	0	0	0
9. Social studies, environmental studies	6	0	1	0	0	1	0	0	1	0	3

	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
C. Do you think that the school could do a better job?											
Yes	313	26	33	79	48	13	68	7	10	4	25
No	539	13	28	130	87	22	152	6	21	12	68
If Yes, how could the school do a better job?											
Categories											
1. More homework	18	0	2	2	1	0	12	0	0	0	1
2. Special classes for slow learners, more help	19	2	1	9	0	1	2	0	0	0	4
3. Always room for improvement	57	5	8	23	7	4	1	1	4	0	4
4. By slowing down	3	0	1	0	0	1	0	0	0	0	1
5. Keep Follow-Through and extending it to upper grades, extend Kindergarten day	38	7	2	6	1	0	21	0	0	0	1
6. Teachers do not have enough authority, need better discipline.	34	7	2	13	2	1	7	1	0	0	1
7. The 3 r's -- more work on skills.	24	1	3	5	3	1	8	0	1	0	2
8. Explain children's work to parents better, explain assignments to children	23	0	1	2	2	0	13	1	1	0	3
9. More understanding of individual child.	30	1	3	7	2	1	5	1	0	2	8

Categories (Cont'd)	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
10. More new experiences for children (including foreign language)	11	1	1	1	1	2	0	0	0	1	4
11. More staff development (including principal)	33	0	3	18	3	1	7	0	0	0	1
12. Do not change guidelines or rules	4	0	2	2	0	0	0	0	0	0	0
13. By having a "suggestion box"	48	0	1	40	0	0	7	0	0	0	0
14. More parent participation	23	0	2	5	8	0	5	1	0	0	2
4D. What does your child tell you about school?											
Categories											
1. Generally positive about school	280	14	16	146	42	3	38	5	2	1	13
2. School work, curriculum	255	6	19	68	34	4	69	9	14	0	32
3. The children	136	6	10	23	27	5	43	0	9	0	13
4. Talks about the teacher and assistant, what is said	264	8	19	62	35	2	86	4	13	5	30
5. Specific activities (dictionary, maps, shopping, gym, typing, assemblies, library)	225	14	8	5	50	10	81	6	8	6	37
6. Trips	137	3	17	28	12	13	40	0	6	4	14
7. What she was annoyed about	40	0	4	15	3	1	8	0	1	0	8

Categories (Cont'd)	Total	C	NY	NC	W	B	NV	FH	R	FL	HO
8. How new things are introduced, and if complicated	13	0	3		0	1	1	0	2	2	1
9. The meals	86	3	4	0	6	1	23	4	1	8	16
10. Tells everything about the day and what was learned	292	7	22	9	38	17	43	0	11	20	35
11. Homework	15	0	1	?	0	1	6	0	0	0	0
12. Wants me to come to class	5	0	1	2	1	0	0	0	0	0	1
13. About his needs	5	0	1	1	1	1	0	0	0	0	1
4E. Does your child ever bring home things he has done in school?											
Yes	836	39	60	208	104	36	218	22	31	23	95
No	46	0	0	0	44	1	0	0	0	0	2
If Yes, what does your child bring home?											
Categories											
1. Art work (including papers)	695	27	47	160	119	26	178	13	21	22	82
2. Homework	209	1	22	89	22	2	47	10	4	0	12
3. Stories and poems and reports he has written (including papers)	186	26	11	36	13	5	65	4	4	3	19
4. Other school work -- math, reading, spelling	494	17	27	147	74	16	129	7	22	18	37

Categories (Cont'd)	Total	C	NY	MC	W	B	HV	PH	R	PL	HD
5. Books, puzzles, wagon, dolls	104	7	8	21	19	4	29	0	6	0	10
6. Holdiay cards	36	0	6	6	1	0	8	0	0	0	15
7. Other things he has made -- kite, fire hat, Christmas gifts	230	13	16	12	35	30	76	2	3	2	41
8. Flyers	56	0	3	2	6	0	16	0	0	22	7
9. Tests	11	0	3	5	0	0	0	3	0	0	0
10. His diary	6	1	2	0	0	1	0	0	0	0	2
11. Ideas, systems, gossip, enthusiasm	6	1	3	0	0	2	0	0	0	0	0

4F. What are some of the things that your child really likes about school?

Categories

1. Learning academic skills	294	6	25	97	40	9	57	3	12	2	43
2. Trips (including regular bus ride to school)	147	5	20	34	7	8	29	9	10	12	13
3. Everything (generally likes school)	259	5	15	115	31	8	44	6	7	15	13
4. Creative activities	194	9	11	39	28	10	46	1	6	4	40
5. The teachers	203	9	9	34	43	5	72	0	10	6	15
6. The other children	161	4	10	50	32	8	33	1	11	1	11
7. Library and books	51	0	11	9	6	3	17	0	0	1	4

4F. What are some of the things that your child really likes about school? (continued)

Categories (Cont'd)	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
8. Other classroom and school activities (group meeting, typing, blocks, doll corner, class news, play time, cooking, homework, assemblies)	246	11	8	41	42	14	70	1	8	5	46
9. Gym	67	0	8	5	16	2	29	1	0	5	1
10. Learning environment (freedom, independent opportunity)	33	4	4	3	0	3	14	0	1	0	4
11. Mothers' participation in class and on trips	7	0	2	2	0	1	1	0	0	0	1
12. Meals	67	0	2	24	6	1	17	6	1	0	10
4G. Whom do you like to talk to about your child's education?											
1. Teacher	700	28	54	187	95	19	198	8	18	23	70
2. Assistant principal	4	0	2	1	0	1	0	0	0	0	0
3. Guidance teacher (counselor), psychologist	13	2	2	1	0	5	1	0	0	0	2
4. Family assistant	3	0	1	0	0	1	0	0	0	0	1
5. Parent Program Assistant	3	0	1	0	0	1	0	0	0	0	1
6. Principal, Director	41	1	2	14	15	1	6	0	0	0	2
7. Teacher Assistant	66	4	7	0	12	3	4	0	2	7	27
8. Father (of the child)	11	2	1	0	6	1	0	0	0	0	1

Categories (Cont'd)	Total	C	NY	MC	W	B	HV	PH	R	PL	HO
9. Family Worker	25	1	2	3	2	0	16	0	0	0	1
10. Parent Coordinator	17	2	2	3	2	2	0	1	3	1	1
11. Neighbors and friends	14	3	0	0	0	5	1	0	2	0	3

4H. Is there anything else you would like to tell me about your child?

Yes	203	14	19	38	14	9	67	2	5	3	32
No	617	22	37	155	127	22	136	17	24	20	57

If Yes, what would you like to tell me?

Categories

1. Child has learned a great deal in Follow Through	50	2	7	11	2	1	19	0	1	4	3
2. Child loves teacher, school and friends	15	1	1	2	2	4	2	0	1	0	2
3. Would like Follow Through to continue to upper grades	14	0	2	8	0	0	2	0	1	0	1
4. Happy that child are in present school	18	4	1	3	0	1	4	0	4	1	0
5. Child has art classes	3	0	1	2	0	0	0	0	0	0	0
6. Child's special needs and achievements	86	5	6	13	6	2	35	0	0	0	19
7. Like to listen to children talk about school, can learn about their problems	3	0	1	2	0	0	0	0	0	0	0

Categories (Cont'd)	Total	C	NY	MC	W	B	NV	PR	R	PL	NO
8. Suggestions for improving the program	24	1	1	9	0	1	6	0	0	0	6

5A. Answer only if parent has not visited classroom.

If you have not visited your child's classroom and would like to, is there anything we could do to help bring it about?

Yes	72	5	0	30	17	2	11	4	0	0	3
No	58	3	0	12	16	0	19	0	3	0	5

If Yes, what can we do?

1. Babysitting	18	0	0	9	6	1	1	1	0	0	0
2. Arranging visit	5	0	1	0	2	0	0	0	2	0	0
3. Medical assistance	29	5	0	17	2	1	3	0	0	0	2